DOCUMENT RESUME

ED 303 014 EC 212 102

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|---|---|
| AUTHOR | Brown, Mary C. |
| TITLE | Tell-A-Phone: A Pragmatic Tool for Speech and Language Intervention. |
| REPORT NO | ISBN-0-88450-915-X |
| PUB DATE | 85 |
| NOTE | 39p. |
| AVAILABLE FROM | Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($19.95 without phone, $29.95 with phone; Catalog No. 7244). |
| PUB TYPE | Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Articulation Impairments; *Communication Skills; *Educational Games; Elementary Education; Interaction; Language Usage; *Learning Disabilities; *Role Playing; Short Term Memory; *Teaching Methods; *Telephone Usage Instruction |

ABSTRACT

"Tell-A-Phone" is a role-play game which involves language-impaired children in executing or answering telephone calls, in order to learn to use language effectively in a social context. The game format establishes a setting for increasing use of skills in the areas of semantics, syntax, morphology, and phonology. The clinician directs or modifies the role-play situation according to the needs of each child. The constant turn-taking interaction allows the clinician to use questions to elicit a correct form, which may then be reinforced. The game is included in a kit which contains an instructional manual, two identical sets of task cards, blank message forms, game board, four game pieces, progress record sheets, and a template for construction of play telephones. The instructional manual contains instructions for two versions of the game (for two to four players in grades 1-6), and student goals and objectives in the areas of short-term memory, verbal fluency, articulation, syntactical language, morphological language, pragmatic language, and semantic language. (JDD)

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# Tell-A-Phone

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## A Pragmatic Tool for Speech and Language Intervention

EC 21 2102

# Tell-A-Phone

## A Pragmatic Tool for Speech and Language Intervention

by Mary C. Brown

**Communication Skill Builders**
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ISBN 0-88450-915-X Catalog No. 7244

10 9 8 7 6 5 4 3 2
Printed in the United States of America

## About the Author

**Mary C. Brown** received a B.S. in Speech Science from the University of Oregon. Over the years she has combined teaching in the public schools, working with youngsters at the community level, and raising a family. Throughout her career she has continued to work with and motivate children with speech-language problems. Ms. Brown is currently a Speech-Language Clinician in the Portland Public Schools, serving two elementary schools and one secondary school.

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## A Communication Tool

*Tell-A-Phone*'s attractive game format welcomes the student into the dialogue setting where the goal is to use language effectively in a social context. The telephone is easily recognized by children as a communication tool and they are generally eager to make use of it. This inviting lifelike scheme stimulates generalization of target IEP goals and objectives. The materials provide a pragmatic framework for speech or language intervention through which the skilled clinician can instruct and track the progress of the child in several areas of language development. The kit is designed to be a supplemental tool to add variety and to provide reinforcement for communication learning.

The pragmatic framework establishes a setting for increasing effective use of skills in the areas of semantics, syntax, morphology, and phonology. The clinician directs or modifies the role-play situation according to the needs of each child. A thorough knowledge of a child's goals and objectives will aid the clinician in guiding the conversation so the child will use a targeted speech or language form as often as possible. The constant turn-taking interaction allows the clinician to use questions to elicit a correct form, which may then be reinforced.

The activities in *Tell-A-Phone* are intended to be relevant to the linguistic demands that society places on language-impaired children and to facilitate progress in communicative competence.

*Tell-A-Phone* is especially designed for use with students in grades 1 through 6. With individual adaptations, it could serve a broader age range.

The Teletrainer program offered by the American Telephone and Telegraph Company suggests that children be taught specific telephone skills at the following grade levels:

K-1: How to use the telephone (holding the telephone, dialing)
How to use the telephone to get help in an emergency
Good telephone manners

2-3: How to use the telephone (review of above)
How to make emergency calls appropriate to a variety of situations

2-4: How to use the telephone directory
By alphabet alone as in the White Pages
By business and profession as in the Yellow Pages

4-6: How to improve telephone communication skills

Clinicians and teachers working with educable mentally retarded students will find that these materials may easily be expanded to meet particular needs. The tasks suggest natural role-plays that can be used effectively with the child who stutters to generalize target behaviors.

A student's progress in this game is not dependent on language-skill level, thus allowing students of different levels of competence to be grouped together.

## COMPONENTS

The *Tell-A-Phone* kit contains the following components:

- Instructional Manual
- Two identical sets of task cards (30 in each set)
- Blank message forms
- Game board and 4 game pieces
- Progress Record sheets
- Template for construction of play telephones

Four pages of student goals and objectives, appropriate for selective inclusion in the student's IEP and with space for tracking progress, are included in the manual. These Language Skills Progress Record sheets are reproducible. They may be used to rank the student's performance in the skill areas listed in this manual. An easy comparison of the student's performance is then available from the initial use of the material to the targeted level of achievement and can be shown to the student for reinforcement. Although *Tell-A-Phone* materials are intended to be supplementary and are not designed for daily use, they will be valuable to track student progress.

# Skills Addressed

*Tell-A-Phone* may be used to stimulate conversation for obtaining a language sample to assess student needs or to evaluate progress.

Have a local phone directory available when using these materials. Incorporate related life skills as they relate to the directory into the language activity as a natural part of the overall topic.

With guidance, the students can increase their communication skills especially in the following areas:

**Practical Needs.** Students will learn the basic steps for using the telephone for specific purposes.

**Appropriate Social Behaviors.** When using the telephone, opportunities are plentiful for teaching and reinforcing polite forms including greetings and requests for information or help. Children need to learn how to talk to people who relate to them in different roles. For example, terms of address and polite forms will be different for peers, family members, older people, and business-related persons.

**Appropriate Guides for Telephone Conversations.** Students often need to be instructed in rules for carrying on good conversations. Some important rules are

1. Give and receive accurate information in sufficient detail.
2. Conversation should be appropriate to the purpose and to the telephone partner.
3. Introduce, maintain, and change the topic of conversation appropriately.
4. Follow skills learned in other turn-taking activities.
5. Open and close a conversation appropriately.

**Increased Vocabulary.** The format and task cards provide a nucleus of words that may be taught and then tracked on the Language Skills Progress Record. Additional words may be added to a specific student's list as appropriate.

**Correct Sentence Structure, Including Question Forms.** The telephone role-playing concept provides an excellent opportunity for the instructor to individualize the conversation to the needs of the student without using drill. Suggestions for use of a specific form or structure can be given to the student before the role-play situation. Appropriate positive reinforcement should be given following the correct usage. This type of conversational exchange between instructor and student permits excellent modeling of language structures.

**Increased Short-Term Memory Skills.** Students need to develop short-term retention, but drill is often meaningless and non-productive. The pragmatic setting of *Tell-A-Phone* gives purpose to the student's efforts as phone numbers and messages are repeated and recorded. A student may need particular help in developing improved listening skills. In this case, the level of difficulty of the message-taking tasks can be adjusted to match the student's ability.

**Generalization of Correct Articulation.** The format of these materials provides needed variety for using target phonemes conversationally. The instructor may use a tally counter for tracking articulation errors during task conversations.

**Increased Fluency.** Telephoning is often a difficult task for a student who stutters. The pragmatic telephone framework provides opportunity for some desensitization as well as for role-playing situations. Generalization of techniques for greater fluency can be established.

**Improved Voice Quality.** Telephoning tasks provide exercise for the voice-disordered student, allowing the instructor appropriate input. Tracking forms have not been included for this purpose because objectives for voice control vary considerably for each student.

## Game Preparations

1. Using the template, construct two telephones. Your students may enjoy making the telephones with supervision.
2. Separate the task cards from each other and make two stacks according to color. Secure each stack with a rubber band.
3. Make copies of the Message Forms page. Cut the forms apart with a paper cutter and staple them together to make pads of 8 forms.
4. Make copies of the Language Skills Progress Record and fill in the top of each sheet with the appropriate information.

## Game Instructions

(2 to 4 players)

The instructor may receive student-initiated calls or students may be paired to execute and receive calls. Some calls are designed to be received by the student. The instructor establishes a setting for each call.

### VERSION I

You will need the game board, game pieces, one set of task cards, message forms, and pencils.

1. Shuffle the task cards and place them in a stack face-down on the game board.
2. The first player draws a card from the top of the deck and executes or answers a telephone call.
3. The player then moves a game piece the number of spaces on the game board indicated by the final digit of the number printed on the task card. If the final digit is 0, the player loses the chance to move.
4. A player who lands on a space containing directions must follow those directions, thus moving forward or backward.
5. Players take turns, progressing to the final space to determine the winner.

The instructor working in a self-contained classroom may find that constructing telephones from the template included in the kit is a worthwhile student project. The telephones can be "installed" at an interest center where teams of students can practice specific objectives. The instructor may assign worksheets requiring students to role-play making calls to businesses in the local area for a specific purpose. These activities may be incorporated into a unit on "Who Am I and Where Do I Live?"

### VERSION II

You will need both sets of task cards, message forms, and pencils.

1. Shuffle the cards and distribute them evenly face-down to the players.
2. The first player turns up the top card and executes a telephone call.
3. The game continues until all players have made a call. Then the final two digits of the phone numbers on each of the turned-up cards are compared. The player with the highest number takes that round of cards. In case of a tie, a second round determines which player has the highest number and that player takes both rounds of upturned cards. If the number on the card is 911, the digits in parentheses are compared.
4. At the end of the deck or at the end of the allotted time, the player with the most upturned cards is the winner.

## Telephone Construction Guide

1. Cut out the larger template piece and trace it onto heavy colored stock such as railroad board or bristol board. Cut it out.
2. Copy the dotted lines from the template onto the cutout.
3. Use scissors or another pointed tool to score the dotted lines so the board will fold evenly.
4. Photocopy the dial panel on heavy colored stock. Cut out the panel and glue it to the center of the telephone on the reverse of the scored side. Be sure the panel will not overlap the folds as indicated by the scored lines.
5. If a three-dimensional effect is desired, make numerals on a plastic strip with a labelmaker and attach them over the numbers on the dial panel.
6. Fold in the side tabs of the mouth/ear pieces and glue them to the backs of the mouth/ear pieces.
7. Fold the narrow end-tab under. Fold the remaining scored lines toward the dial panel.
8. Glue the end-tabs above and below the dial panel. The telephone is ready to use.

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# Tell-A-Phone

## REPRODUCIBLE LANGUAGE SKILLS PROGRESS RECORD

Student's Name _____ Birthdate _____ Age _____ Grade _____

Given classroom activities and situations, the student will demonstrate competence in the following language skills with _____ accuracy in obligatory context. (Circle target objectives.)

**Short-Term Memory Skills**

Student will demonstrate increase in short-term memory skills:

1. Repeats telephone numbers or parts of numbers accurately
2. Recalls messages accurately
3. Recalls directions to locations accurately
4. _____
5. _____

(Rank student's performance on a scale of 1 to 10.)

| Date: | | | | | | |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |

**Verbal Fluency**

1. Increases verbal fluency during task conversations

(For comparative score, divide number of dysfluencies by number of task cards completed.)

| Date: | | | | | | |
|---|---|---|---|---|---|---|
| 1. | | | | | | |

**Articulation Skills**

1. Generalizes correct articulation of target sounds during task conversations

(For comparative score, divide number of articulation errors by number of task cards completed.)

| Date: | | | | | | |
|---|---|---|---|---|---|---|
| 1. | | | | | | |

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Instructor _____

# Tell-A-Phone

## REPRODUCIBLE LANGUAGE SKILLS PROGRESS RECORD

Student's Name _____ Birthdate _____ Age _____ Grade _____

Given classroom activities and situations, the student will demonstrate competence in the following language skills with _____ accuracy in obligatory context. (Circle target objectives.)

**Syntactical Language Skills**
Student will demonstrate use of appropriate sentence structure:

1. Complete sentence forms
2. Correct noun-verb agreement
3. Correct question forms
4. _____
5. _____

(Rank student's performance on a scale of 1 to 10.)

| Date: | | | | | | |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |

**Morphological Language Skills**
Student will demonstrate use of appropriate word forms:

1. Correct verb forms
2. Correct pronoun forms
3. Correct plural forms
4. Comparative and superlative forms
5. _____
6. _____

(Rank student's performance on a scale of 1 to 10.)

| Date: | | | | | | |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |

Instructor _____

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# Tell-A-Phone

## REPRODUCIBLE LANGUAGE SKILLS PROGRESS RECORD

Student's Name _____ Birthdate _____ Age _____ Grade _____

Given classroom activities and situations, the student will demonstrate competence in the following language skills with _____ accuracy in obligatory context. (Circle target objectives.)

**Pragmatic Language Skills**
Student will demonstrate appropriate behaviors for phone conversations:

1. Places a call correctly
2. Answers a call correctly
3. Gives accurate information
4. Gives sufficient detail
5. Conversation appropriate to purpose and partner
6. Demonstrates turn-taking skills
7. Introduces conversation appropriately
8. Maintains topic as appropriate
9. Changes topic appropriately
10. Asks for further information when does not understand fully
11. Concludes conversation appropriately
12. Gives directions to a given location

(Rank student's performance on a scale of 1 to 10.)

| Date: | | | | | | |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |

Instructor _____


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## Tell-A-Phone

REPRODUCIBLE LANGUAGE SKILLS PROGRESS RECORD

Student's Name _____ Birthdate _____ Age _____ Grade _____

Given classroom activities and situations, the student will demonstrate competence in the following language skills with _____ accuracy in obligatory context.

**Semantic Language Skills**

Age and ability level must be considered. This vocabulary list relates to the theme, but some words will be more easily understood by students in grades 3 to 6.

Space is provided for tracking additional vocabulary.

Student will demonstrate understanding and use of the following words: (Score + for correct understanding or use.)

| | | | |
|---|---|---|---|
| 1. appointment | 9. item | 17. _____ | 25. _____ |
| 2. arrive | 10. invitation | 18. _____ | 26. _____ |
| 3. depart | 11. message | 19. _____ | 27. _____ |
| 4. description | 12. passenger | 20. _____ | 28. _____ |
| 5. emergency | 13. pedestrian | 21. _____ | 29. _____ |
| 6. information | 14. reply | 22. _____ | 30. _____ |
| 7. injury | 15. report | 23. _____ | 31. _____ |
| 8. inquire | 16. return | 24. _____ | 32. _____ |

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13

# Reproducible Message Forms

Tell-A-Phone

Day _____ Time _____

Message for _____

From _____

About _____

_____

_____

Tell-A-Phone

Day _____ Time _____

Message for _____

From _____

About _____

_____

_____

Tell-A-Phone

Day _____ Time _____

Message for _____

From _____

About _____

_____

_____

Tell-A-Phone

Day _____ Time _____

Message for _____

From _____

About _____

_____

_____

Tell-A-Phone

Day _____ Time _____

Message for _____

From _____

About _____

_____

_____

Tell-A-Phone

Day _____ Time _____

Message for _____

From _____

About _____

_____

_____

Tell-A-Phone

Day _____ Time _____

Message for _____

From _____

About _____

_____

_____

Tell-A-Phone

Day _____ Time _____

Message for _____

From _____

About _____

_____

_____

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# Tell-A-Phone

## A Pragmatic Tool for Speech and Language Intervention

Designed for dialogue! This supplemental kit provides activities for improving children's functional language skills. Role-play common telephone situations to encourage appropriate vocabulary, syntax development, correct articulation, and effective social behaviors.

Motivate children with a colorful game board, game pieces, and toy telephones. Track their progress with four pages of reproducible recordkeeping forms.

Motivational materials include

- Two identical sets of 30 task cards
- Reproducible blank message forms
- Game board and game pieces
- Template for constructing play telephones

Grades 1—6.

**Communication Skill Builders**®
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Tucson, Arizona 85733
(602) 323-7500

Item # 5512

ISBN 0-88450-915-X
Catalog No. 7244
Printed in U.S.A.

**467-5301**

Phone home to say that you are staying after school to finish some work.

**285-9406**

Phone home to say that you are not feeling well and need to go home from school.

**786-3502**

Answer the phone and take a number so that a member of your family can return the call later.

**343-7507**

Phone your grandmother to thank her for your birthday present.

**472-9503**

Phone a friend in your neighborhood and ask him to come over for a while this afternoon.

**594-6208**

Take a message for your brother or sister about the change of time for the school band concert tonight.

**972-8404**

Phone to invite a friend to a birthday party. Give the date, time, and directions to your home.

**223-2609**

You have received an invitation to a birthday party. At the end of the invitation it says:

RSVP 223-2609

Reply to the invitation.

**729-8605**

Phone home to ask if you may stay at your friend's house for dinner.

**432-7910**

Phone the animal shelter to report your missing pet.



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Item #5513-1

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**495-3021**

Answer the phone. Your brother is calling to ask someone to pick him up at the Boys' Club at 5:45. Ask your father, who is working in the garage, if he can do this. Tell your brother what your father said.

**682-5022**

Answer the phone while your mother is visiting next door. Your brother's car has broken down and he needs help. Find out what he needs and where he is. Then go next door and give your mother the message.

**375-8323**

Answer the phone. It is your brother's boss asking him to work tonight. Take the message for your brother. He will be home from team practice in about half an hour.

**964-7524**

Answer the phone. A neighbor has seen a puppy that looks like yours in her yard. Find out if your pet is missing and thank her for phoning.

**472-7325**

Answer the phone. Your Scout leader is calling to ask if you can go on the campout this weekend. Find out the details. Ask your mother or father for permission and call back with your answer.

**752-5926**

Answer the phone. Your friend was absent from school today and is calling to ask about the field trip tomorrow. Tell your friend about the plans your class talked about today.

**284-9827**

Answer the phone. Your friend was absent from school today and needs help with the math assignment. Try to be helpful.

**286-9528**

Answer the phone. Your friend is calling to ask you to help plan a birthday party for your sister. Try to be helpful.

**983-7629**

Answer the phone. Your neighbor is calling to ask you to pick up their mail and newspaper while they are on vacation.

**795-8530**

Answer the phone. Your friend's parents will be out of town Saturday night. Your friend is calling to ask to stay at your house while they are gone.



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Item #5513-3

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**953-5411**

Phone your dentist's office to find out the correct time of your dental appointment tomorrow.

**386-1712**

Answer the phone at night when your parents are not home. Give only the necessary information.

**224-5413**

Phone the bike shop to ask if your order for a new bicycle wheel has come. Find out when you can get your repaired bicycle.

**682-7914**

Phone to order something from a catalog. Give the description of the item, the catalog number, and the price.

**892-7115**

Phone the electric company to report a power outage at your home.

**521-0616**

Phone the local library to ask if your missing wallet may have been found there. Describe the wallet. Tell when you were there and where you were sitting when you might have lost it.

**672-1817**

Phone the bus depot to ask when the buses depart to or arrive from a nearby city between 8:00 a.m. and noon.

**911 (18)**

Phone 911 to report a fire in your home.

**911 (19)**

Phone 911 to report an accident in front of your home. A car has hit a pedestrian.

**911 (20)**

Phone 911 to ask for help for your grandfather who has fallen down the stairs and cannot get up.



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Item #5513-2

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

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Task Card

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Task Card

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Answer the phone. It is your brother's boss asking him to work tonight. Take the message for your brother. He will be home from team practice in about half an hour.

**964-7524**

Answer the phone. A neighbor has seen a puppy that looks like yours in her yard. Find out if your pet is missing and thank her for phoning.

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Answer the phone. Your Scout leader is calling to ask if you can go on the campout this weekend. Find out the details. Ask your mother or father for permission and call back with your answer.

**752-5926**

Answer the phone. Your friend was absent from school today and is calling to ask about the field trip tomorrow. Tell your friend about the plans your class talked about today.

**284-9827**

Answer the phone. Your friend was absent from school today and needs help with the math assignment. Try to be helpful.

**286-9528**

Answer the phone. Your friend is calling to ask you to help plan a birthday party for your sister. Try to be helpful.

**983-7629**

Answer the phone. Your neighbor is calling to ask you to pick up their mail and newspaper while they are on vacation.

**795-8530**

Answer the phone. Your friend's parents will be out of town Saturday night. Your friend is calling to ask to stay at your house while they are gone.



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Item #5514-3

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**Tell-A-Phone**

Task Card

**953-5411**

Phone your dentist's office to find out the correct time of your dental appointment tomorrow.

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Answer the phone at night when your parents are not home. Give only the necessary information.

**224-5413**

Phone the bike shop to ask if your order for a new bicycle wheel has come. Find out when you can get your repaired bicycle.

**682-7914**

Phone to order something from a catalog. Give the description of the item, the catalog number, and the price.

**892-7115**

Phone the electric company to report a power outage at your home.

**521-0616**

Phone the local library to ask if your missing wallet may have been found there. Describe the wallet. Tell when you were there and where you were sitting when you might have lost it.

**672-1817**

Phone the bus depot to ask when the buses depart to or arrive from a nearby city between 8:00 a.m. and noon.

**911 (18)**

Phone 911 to report a fire in your home.

**911 (19)**

Phone 911 to report an accident in front of your home. A car has hit a pedestrian.

**911 (20)**

Phone 911 to ask for help for your grandfather who has fallen down the stairs and cannot get up.



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Item #5514-2

**Tell-A-Phone**

Task Card

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**Tell-A-Phone**

Task Card

**467-5301**

Phone home to say that you are staying after school to finish some work.

**285-9406**

Phone home to say that you are not feeling well and need to go home from school.

**786-3502**

Answer the phone and take a number so that a member of your family can return the call later.

**343-7507**

Phone your grandmother to thank her for your birthday present.

**472-9503**

Phone a friend in your neighborhood and ask him to come over for a while this afternoon.

**594-6208**

Take a message for your brother or sister about the change of time for the school band concert tonight.

**972-8404**

Phone to invite a friend to a birthday party. Give the date, time, and directions to your home.

**223-2609**

You have received an invitation to a birthday party. At the end of the invitation it says:

RSVP 223-2609

Reply to the invitation.

**729-8605**

Phone home to ask if you may stay at your friend's house for dinner.

**432-7910**

Phone the animal shelter to report your missing pet.



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Item #5514-1

**Tell-A-Phone**

Task Card

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**Tell-A-Phone**

Task Card

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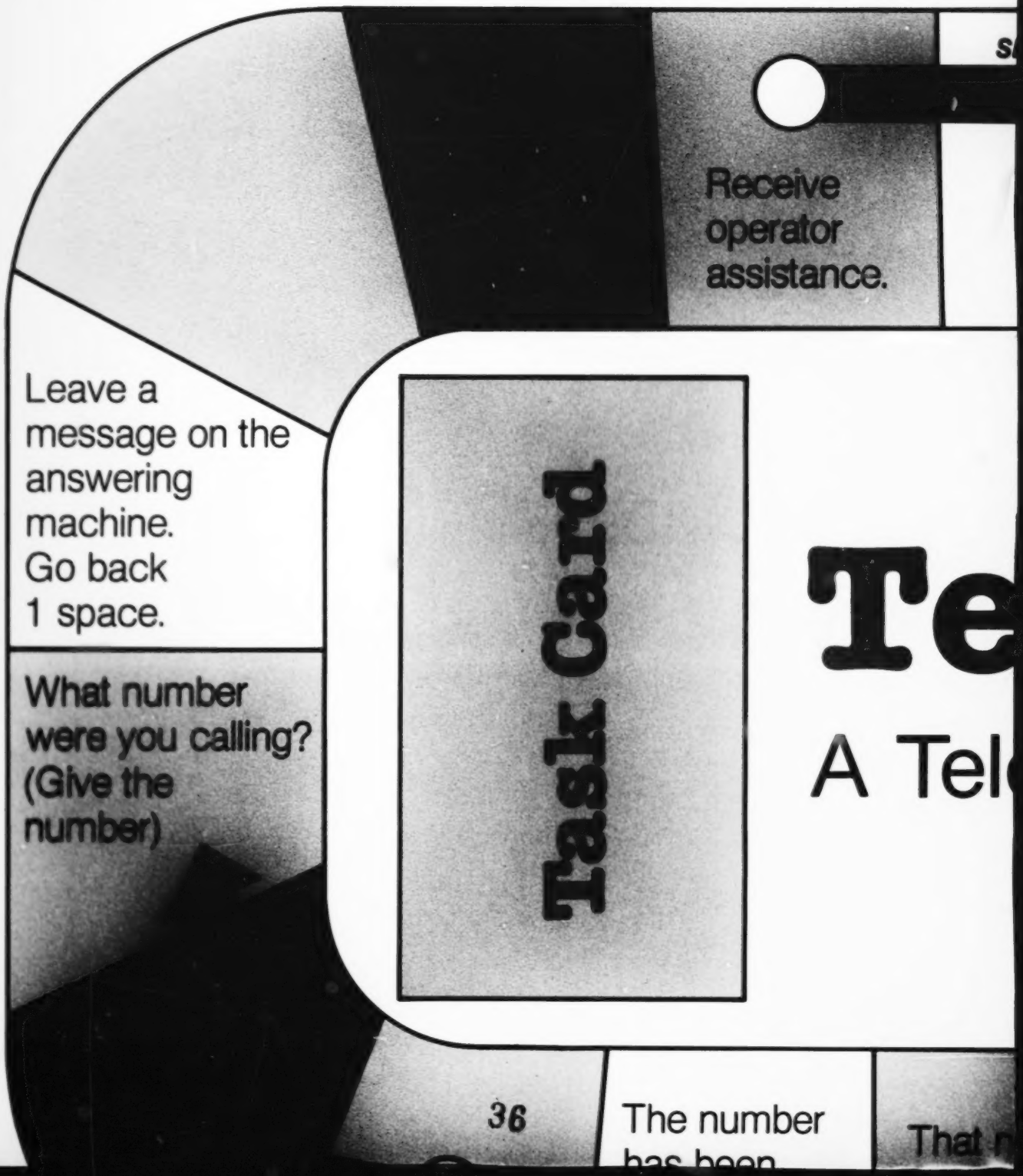
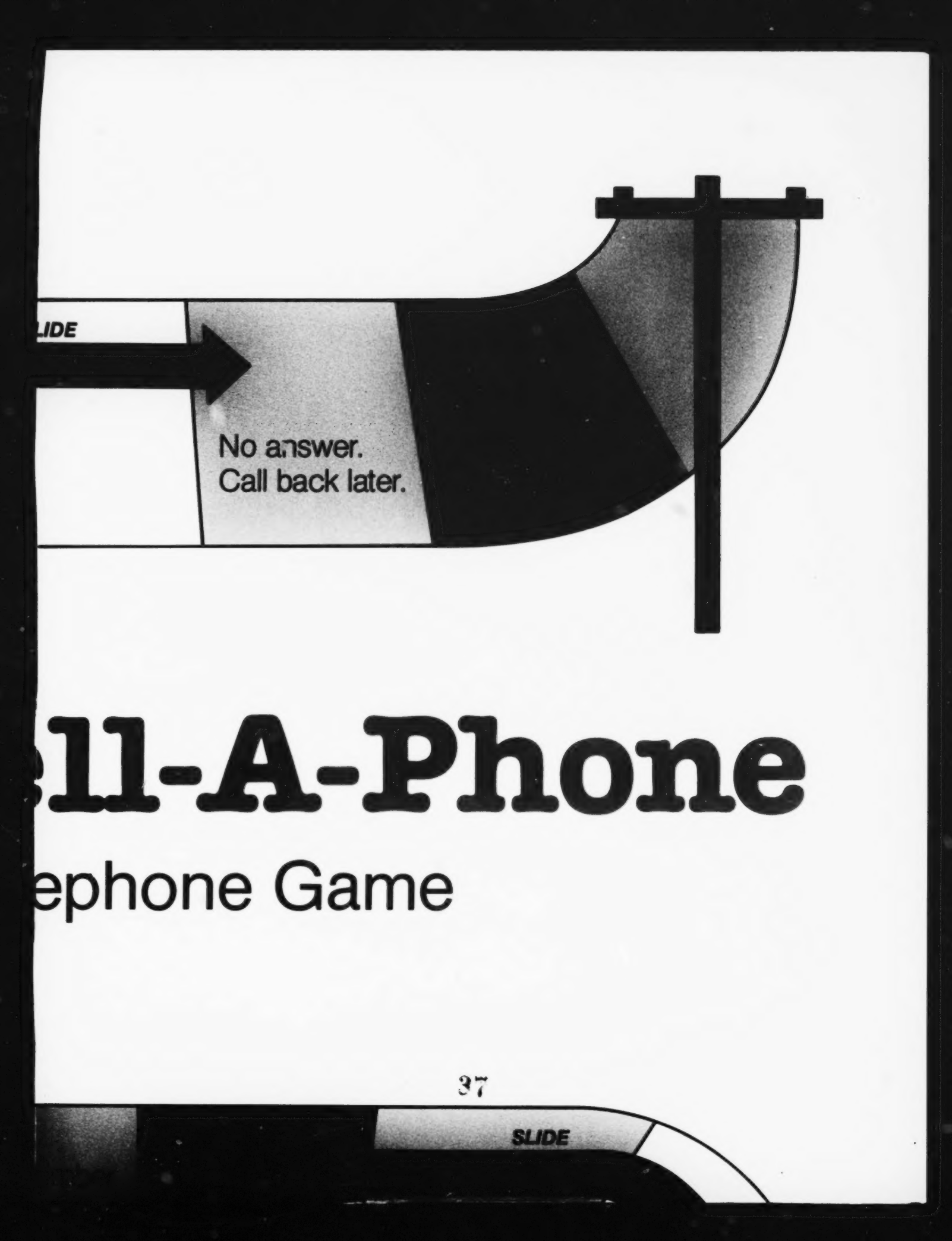
**Tell-A-Phone Template**

Item #5515


Receive operator assistance.
Leave a message on the answering machine. Go back 1 space.
What number were you calling? (Give the number)
Task Card
Te
A Tel
36
The number
That




# ll-A-Phone

ephone Game

has been disconnected. Go back 1 space.

has be chang to 423

Hello!

The line is busy. Go back 1 space.



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Discard

Please deposit 25¢.

Wrong number. Go back 1 space.

No answer. Call back later. Go back 1 space.

You are on hold.



Item #5516